

## Assessment Fact Sheet: Development Reading Assessment 2<sup>nd</sup> Edition, Grades 4-8

<b>Assessment</b>	Developmental Reading Assessment, 2 <sup>nd</sup> edition (DRA2)
<b>Edition</b>	2nd Edition - 2006
<b>Form</b>	Grades 4-8
<b>Materials</b>	<p>Benchmark Assessment Books: Levels 40-80, Bridge Pack  Teacher Observation Guide,  Student Reading Survey  Student Booklet  Stop-watch  Teacher Guide</p> <p>Grade 4 tests on one of the level 40 non-fiction texts in the fall and on the other level 40 non-fiction text in the winter. Grade 5 tests on one of the level 50 non-fiction texts in the fall and on the other level 50 non-fiction text in the winter.</p> <p>Students should not be given the same text to read that they have previously been tested on. Since texts are limited at each level, teachers should take care to place the student at the correct level in the first testing situation to avoid familiarizing students with test materials. The Teacher Guide provides a list of comparable books for each test level that can be used to assist in selecting the appropriate test level. In general, if a student enters 4<sup>th</sup> grade having scored at an independent level on a level 38 text at the end of 3<sup>rd</sup> grade, the level 40 will be appropriate. Likewise, if a student enters 5<sup>th</sup> grade having scored at an independent level on a level 40 at the end of 4<sup>th</sup> grade, a level 50 will be appropriate.</p> <p>Note: "In general, the nonfiction texts at each grade level are slightly more challenging than the fiction texts due to their text structures as well as the number of content-related words. The narrative text structures in biographies make them slightly easier for most students to read than the expository texts."  <i>Teacher Guide DRA2 4-8, Page 12</i></p>
<b>Purpose</b>	<p><i>"The primary purposes of the assessment are to:</i></p> <ul style="list-style-type: none"> <li><i>• Help identify students' skills and plan for timely instruction in reading engagement, fluency, and comprehension.</i></li> <li><i>• Monitor student growth on a variety of crucial skills and strategies that successful readers utilize.</i></li> <li><i>• Prepare students to be successful at meeting today's classroom and testing expectations.</i></li> <li><i>• Provide support and forms to keep parents and other</i></li> </ul>

<b>Purpose (cont.)</b>	<i>stakeholders informed about the level of student reading achievement."</i> <i>Teacher Guide DRA2 4-8, Page 4</i>
<b>Who should administer?</b>	Classroom teacher
<b>When should it be administered?</b>	Fall - by Nov. 4 Winter - by Feb. 10 Spring - optional
<b>Testing context</b>	The DRA2 is administered individually. The students can read and fill in the student booklet as a small or large group.
<b>Time to administer</b>	Time will vary depending on level. In general, the assessment should take between 5 and 10 minutes of teacher time to administer per student. This does not include time spent by students working independently to either read silently or complete the Reading Survey or Student Booklet or time spent by the teacher to score.
<b>Administration</b>	<p>To administer, teacher reads the bold print on the Teacher Observation Guide.</p> <ol style="list-style-type: none"> <li>1. Engagement: Can be done either before or after students read. Students fill out the reading survey independently.</li> <li>2. Oral Reading Fluency: Teacher takes a timed running record and makes notes on fluency to assess reading rate and accuracy. Teacher transfers accuracy, rate, and fluency scores to DRA2 Continuum either during or immediately after administering the assessment. Teacher stops the assessment if the students' accuracy rate and/or oral reading rate fall below Developing/ Independent on the DRA2 Continuum and administers a lower level assessment, usually from the Bridge Pack texts if the student is reading at a level between 20 and 38</li> <li>3. Comprehension: <ul style="list-style-type: none"> <li>-Predictions: After the running record, the student makes predictions about the rest of the book on the first page of the Student Booklet. The student cannot use the book while making predictions.</li> <li>-Comprehension: After the predictions, the student reads the rest of the book on his/her own and then completes the Student booklet. Students can use the books while they are completing the student booklet.</li> </ul> </li> </ol>
<b>Scoring</b>	The teacher uses the DRA2 Continuum to find the student's engagement, fluency, and comprehension score.

<b>Scoring (cont.)</b>	<p>Teachers find the students' DRA2 text level.</p> <p><u>Independent</u>: Total score for Oral Reading Fluency AND Comprehension must be at least within the Independent range on the Continuum.</p> <p><u>Instructional</u>: Total score for Oral Reading Fluency OR Comprehension is within the Instructional range on the Continuum.</p> <p><u>Advanced</u>: Total score for Oral Reading Fluency AND Comprehension must be within the Advanced range on the continuum.</p> <p style="text-align: right;"><i>Teacher Guide DRA2 4-8, Page 25</i></p> <p>After entering information on the DRA2 Continuum, teacher completes the Focus for Instruction that is used as a checklist of activities/learning experiences based on the same categories used in the Continuum to inform ongoing instruction. Individual scores may be entered on the Class Reporting Form to provide an overall view of the class status and on the Focus for Instruction Class Profile sheets that are separated by reading stages.</p>
<b>Helpful Resources</b>	<p>Teacher Guide</p> <ul style="list-style-type: none"> <li>• Page 138 - a WPM chart that lists WPM and accuracy scores by intervention, instructional, independent and advanced levels</li> <li>• Pages 126-133 - generic black line masters that support skills assessed with the DRA2. Includes a reading log, prediction, note taking, scaffolded summary and summary forms, as well as a metacognitive awareness form.</li> </ul>

### Determining Proficiency

Grade	Time of Year	DRA2 Benchmark Level
4 <sup>th</sup> Grade	Fall Winter Spring	38 Independent <b>OR</b> 40 Instructional 40 Instructional 40 Independent
5 <sup>th</sup> Grade	Fall Winter Spring	40 Independent <b>OR</b> 50 Instructional 50 Instructional 50 Independent